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This annotated bibliography reports on 52 essays, books, compilations, reports, speeches, handbooks, and magazine articles on the education of young children. Education, as used here, covers the entire spectrum of a child's experience. The viewpoints taken are psychological, educational, and sociological and deal with issues of deprived youth and other special problems. The booklet concludes with a subject index. (MH)

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LIVING AND LEARNING

An Annotated Bibliography For Those Who Live And Learn With Young Children

by

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FOREWORD

Education programs for young children are receiving increased attention. Today the educational professionals and the general public recognize the importance of early learning experiences as the foundation for the entire educational structure of each individual. In this context it is essential that all those who live and learn with young children understand how they function. Many of us need more knowledge and understanding of how children grow, and what happens to them in the learning process.

Ideas, theories and approaches to education of the young are being explored today by psychologists and researchers who have entered the field of early childhood education. There is an increasing volume of literature available to parents, teachers and administrators, with the results of study and research yielding new concepts and methods of instruction.

This annotated bibliography was prepared for those who are interested in and concerned with the education of young children. It is designed to help those who would reach and teach, gain insight and increase understanding of how children live and learn.

Lucille B. Boggan
Satoko I. Ackerman

Absorbed in Living, Children Learn, by Anne Shaaker Schulman. Washington D.C.: National Association for The Education of Young Children, 1967.

This book is about the start of a school, the children who attended, and the way in which a teacher-director demonstrated sound principles of curriculum planning in creative ways. It is an in-depth narrative of the interaction among children and teachers at a cooperative nursery school. It affords "candid camera" shots of young children engaged in living and learning. The book shows the importance of helping children develop insight as a means of solving some of their daily problems.

The first part of the book is a fairly objective and detailed description of children's speech, activities and behavior. In the second part of the book, the perceptive observer adds to her daily recordings separate subjective interpretations of their individual development and group interaction.

This is a good reference for helping students and teachers to develop an effective style of recording and to sharpen their observational skills.

Early childhood educators, students and parents will find the book useful as a guide for the study of young children's behavior.

Anger in Children (Causes, Characteristics, and Considerations), by George Sheviakov. Washington, D. C.: National Education Association, 1969.

This small pamphlet deals with anger in children as a redoubled energy which may be used for constructive or destructive purposes. It considers some causes of anger as physical and psychological frustration or threat to children and thus avoidable with the help of patient and understanding adults; not that they would remove all frustrations but that they would reduce the amount of frustration, to the degree with which the child can cope, so that he can gradually tolerate greater amounts of frustration. The author also considers a variety of manifestations of anger in children's behavior. In sum, the author holds that we must try to understand intellectually the origin of a child's anger in order to plan the strategy needed to help him, but emphasizes that we should work with the child not only on the cognitive level, but on the emotional, unconscious level as well, and this can be achieved only through a non-judgmental, patient, and humanitarian approach.

Before First Grade (The Early Training Project for Culturally Disadvantaged Children), by Susan W. Gray, Rupert A. Klaus, James O. Miller, and Bettye J. Forrester. New York: (Early Childhood Education Series) Teachers College Press, 1966.

The book is a report of the Early Training Project, a research-demonstration study which had as its primary concern the planning and carrying through of a particular intervention program for deprived children. From all Negro children born in a town in the upper south in 1958, the study selected sixty as coming from the most deprived families according to a set criteria. The children were divided into three treatment groups, one receiving three summer sessions of 10 weeks each and during-the-year home contacts, another receiving two summer sessions and home contacts, and the third as a control group receiving no training.

The authors identify the particular problem areas of culturally deprived children, namely attitudes toward and aptitudes for achievement, and spell out specific programs of intervention designed to meet the needs of these children. It presents a detailed account of day-to-day activities of the summer program as well as some examples of lesson planning.

"The Child - His Struggle for Identity," by Jerome Kagan. Saturday Review, Dec. 7, 1968.

One of a series of six essays dealing with the child; the other five deal mainly with issues concerning conception and birth. This essay by Kagan stresses the dramatic psychological growth that occurs in the opening years and the importance of the parent-child relationship for that growth.

Some issues raised:

1. Relativity of values, e.g. personality, love, punishment. The author believes that a large share of the child's desire to adopt the values and skills of his society derives from a close parent-child relationship in the first few years of life.

2. Attention elements - The author cites some research findings concerning language skill development in lower-class children and their implications for pre-school enrichment programs.

3. A potential danger involved in day care programs for the child's growth: i.e., diluting ties to his parents and weakening parent's emotional involvement with his own child.

Children and Today's World, edited by Lucy Nulton. Washington, D. C.: Association for Childhood Education International, 1967.

This book includes contributions by seven different writers. All consider the welfare of children within the broad context of the whole social situation. The keynote to the whole is Max Lerner's chapter "Five Revolutions in American Life." Clark Moustakas' "Essential Conditions in the Development of the Self" is geared to thought about development of the individual viewed against current human history. Elizabeth Munves' chapter, "Nutritional Well-Being: Our Goal for Children," highlights the American culture as well as the children for whom good nutrition is so vital. She refers to significant research studies in making the point that children undernourished until school age apparently suffer psychomotor retardation that is irreversible. Anthropologist Francis Johnston reports "Some Recent Concepts of the Physical Growth of Children." There are some rather startling research findings of a short-term quickening of the early growth and sexual maturity patterns in human biological development "opposite to that evidenced in phylogeny" in primates. The author discusses two possible processes in this phenomenon: long-term evaluation or individual responses to better nutrition, medical care and general health levels. The author's consideration of how to deal with the trends as they affect educational programs should be useful to education planners and teachers.

Dr. Paul Adams discusses the effects of poverty, war and segregation on children. He makes an appreciative analysis of the growing social institution of "special education."

Children Discover Music and Dance, by Emma D. Sheehy. New York: (Early Childhood Education Series) Teachers College Press, 1968.

Children should be given many opportunities for free exploration of the elements of music and dance. In a non-directive learning situation young children can discover the essentials of these art forms. The author identifies the elements of music and dance which children should be helped to discover. Close observation of children's unprompted responses can give clues to their unique perceptions and serve as guides to the teacher in providing experiences which foster creativity and imagination. An environment which is rich in opportunities to experience and to learn is essential. Encouraging, accepting attitudes from adults free children to respond naturally. The author suggests that classroom teachers and specialists in the arts must work closely together to provide such experiences.

Children's Understanding of Social Interaction, by Dorothy Flapan. New York: Teachers College Press, 1968.

This is a study of the developmental processes in children by which social interaction is understood. The author suggests the following developmental order which often occurs during a transitional period in children spanning ages 6 to 9 years:

- reporting
- explaining
- interpreting-inferring

The Conspiracy against Childhood, by Eda J. LeShan. New York: Atheneum Publishers, 1968.

The book presents a strong case against pressures on today's children for accelerated learning. Mrs. LeShan, with a child guidance and early childhood education background, makes a plea for letting a child grow at his pace and letting him enjoy the marvelous years of early childhood. She is greatly disturbed by the imposing of premature adulthood on young people, stuffing them with precocious knowledge at the expense of developing human beings with sensible moral values. The book, although at times it tends to stretch the point too far, analyses the present American society in terms of its "conspiracy to eliminate childhood." The book would assist the parents and educators of young children to take a second look at what kind of learning takes place with the children in their natural growth particularly while they "play," and what kind of environment we want to provide for them in order to nurture such development so that they may grow up to be whole persons with abilities to handle relationships wholesomely.

Her chapter headings give some feeling for the tone of the book:

The Conspiracy to Eliminate Childhood

The Computerized Baby: Or How to Teach Two-Year-Olds to Fail

From the Cradle to the Grade: This Montessori Madness

Getting into the Nursery School of Your Choice

Child's Play

The Healthy Aspects of Under-Achievement

Any Dope Can Have A High I.Q.

Are they Dropping Out or Are They Dropping In?

Life is a Banquet: The Real Meaning of Human Excellence

Everybody's Children: The Stench of Social Neglect

"Let Me Be How I Grow": The Sacredness of Childhood

Creative Movement for the Developing Child, A Nursery School Handbook for Non-Musicians, by Clare Cherry, Palo Alto, California: Feron Publishers, Inc., 1968.

A delightful and most practical handbook for nursery school teachers for capitalizing on and nurturing creative movements of children. The activities suggested by the author do not require any special equipment or expertise. They depend instead on the skills of a good teacher - ability to relax with the children, alertness to the mood of the group, and enjoyment of the children's spontaneity.

The author suggests some thirty different types of whole body movements seen in children at play, (wiggling, crawling, creeping, walking, hopping, sliding, climbing) and for each she presents ideas for imaginative activities. She incorporates observations of animals (worms, snakes, rabbits, frogs) by the children, and the use of simple well-known tunes (Frere Jacques; Row, Row, Row; Mary had a Little Lamb) sung with appropriately made-up verses. Chanting, assistance of tambourines, and use of some records are also suggested.

Creativity at Home and in School, edited by Frank E. Williams. St. Paul, Minnesota: (Macalester Creativity Project) Macalester College, 1968.

This is a report of the proceedings of the National Invitational Conference on Child Rearing Practices for Developing Creativity, directed by Frank E. Williams. The purpose of the conference was to identify research needed for studying the influence of parents and home environment on the personality development of children.

"Critical Overview of Early Childhood Education Programs," by C. B. Lavatelli (Speech made at Headstart Conference). Urbana, Illinois: National Laboratory on Early Childhood Education, University of Illinois, n.d.

By rejecting the often held "sneaky suspicion" that children in the lowest class had "inherited" an inferior intelligence, the paper identifies the main issue facing pre-school programs to be that of overcoming the intellectual deficits of disadvantaged children. However, the speaker is of the opinion that while children make some gains in the traditional nursery school, the gains are too small. "As a consequence, the need for a special curriculum for disadvantaged children was advocated, a curriculum that would emphasize cognition, the processes by which children acquire knowledge, and that would more adequately prepare children for school."

Three kinds of "strange, bizarre, and even kooky" programs are described:

1. inventory type programs - Example: Headstart Program
2. programs based on a recapitulation theory - Example: Delacato Methods
3. programs based upon a computer model - Example: Bereiter-Engelmann

The paper does not venture to provide any "panacea program that will be the answer to all our needs." However it presents two general principles as they emerged from research in the National Laboratory and particularly as they apply to the language domain:

1. The child should hear directed to him a wide variety of well-formed utterances to which he must make a response.

2. We should build into teachers' heads a model of how sentences are put together; plan activities which stimulate a great deal of conversation; record each child's utterances verbatim and note the particular help the child needs in grammatical structure; gear the conversations toward meeting those needs.

Developing Nongraded Schools, by Sidney P. Rollins. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1968.

The author views the nongraded school as the next step in American education. He describes the nongraded school and how it affects students, teachers and administrators. The future of nongraded education is presented in a step-by-step plan for curriculum, teacher roles, administration, the physical environment and revised staff development. A program for the application of nongraded education in today's school situation is spelled out in detail with examples from currently operating nongraded systems. Mr. Rollins sees the nongraded school, with its focus upon the child rather than the grade, as one of the most viable movements in twentieth-century education.

"The Development of Teaching Strategies," by Bruce R. Joyce. Audio-visual Instruction, October, 1968.

This article considers teaching strategies derived from five sources, giving one teaching strategy example derived from each source:
1) models of mental processes;
2) models of social processes;
3) models of human development;
4) models of conceptual systems drawn from the academic discipline;
5) models developed from analyses of skills or natural processes.

Each source is examined in terms of the following concepts:
1) Syntax - the phases of activity and the purpose of each phase, and the relationships between phases of activity.
2) Social system - the sharing of initiatory activity by teacher and learner, and the amount of control emerging from the process of interaction.
3) Principles of reaction - principles which govern the reactions or responses of the learner to teachers or materials.
4) Support systems - optimal support systems which are needed to facilitate desirable behavior in teachers and learners.

The Discrimination Process and Development, by Brian J. Fellows. International Series of Monographs in Experimental Psychology, Vol. 5. Long Island City, New York: Pergamon Press, 1968.

The author states that this book has two purposes: 1) to provide a comprehensive look at the operations involved in the process of visual discrimination; 2) to trace the development of these operations in young children. He reviews the literature on experimental and theoretical discrimination in animals and human beings and emphasizes the distinction between the perceptual and cognitive aspects. The author illustrates the discrimination process in the form of a cybernetic model.

There is also a review of research on discrimination in young children, and an analysis of the visual discrimination of differently oriented forms as it refers to the performance of a young child. Suggestions of ways to improve "stimulus processing" are given.

Early Child Care, edited by Laura Dittmann. New York: Atherton Press, 1968.

This book gives us the newest way of looking at the care of infants, toddlers and pre-school children. It is divided into four parts: 1) A New Look at the Young Child: Development and Individuality; 2) Translating Child Care Goals Into Procedural Terms; 3) Contemporary Programs and Strategies, 4) New Research In The Prevention of Culturally Determined Retardation. There is an Epilogue: Implications for Future Planning.

Contributors were drawn from the fields of pediatrics, child psychiatry, psychology, anthropology, education, and child development research - all well-known in their respective fields.

The focus of Early Child Care is each child's potential and how this can be reached in the years ahead. Nurturing and preventive approaches, intervention and investigation characterize the chapters of this scholarly work.

There are descriptions of several on-going programs for very young children.

"Evaluating the Child's Language Competence," by Ursula Bellugi-Klima. Urbana, Illinois: National Coordination Center, National Laboratory on Early Childhood Education, n.d.

The paper presents very workable and usable measurements for evaluating a child's understanding of language, not in terms of vocabulary meaning but of the syntax of English. The basic criteria for the reliability of such measurements are identified by the author as follows: 1) A controlled situation should be carefully set up so that the child gets minimal cues from the situation itself. 2) Words used should be a part of the child's vocabulary. 3) The construction of the test items should be such that the only way the child can give the correct answer is by comprehension of the particular construction in question.

The author notes that not all of these tests have been tried or standardized, and thus wishes to have them considered as "proposals based on linguistic theory, psycholinguistic research, and developmental studies of children's speech. No scoring system or standards of evaluation are indicated by the author for the use of this measurement. The problems are set up in terms of levels of difficulty, based on order of appearance of constructs in children's speech in current developmental studies, on results of other comprehension tests, and on proposed psycholinguistic research. For each item to be tested, the author suggests pairs of simple sentences (or questions) to be posed to the child. In each case, the examiner is directed to make sure that the child fully understands the meaning of the vocabulary used. The child is to demonstrate his understanding of the particular syntactic construction by using the selected materials provided.

"The Expansion of an Innovation," by Robert G. Scanlon. Audiovisual Instruction, November, 1968.

Individually Prescribed Instruction (IPI) is an instructional system designed to provide for the wide range of differences that exist in any classroom. The Learning Research and Development Center, University of Pittsburgh, is the developer. Distinguishing characteristics of the system are:

- detailed specifications of educational objectives;
- organization of methods and materials to attain these objectives;
- careful determination of each pupil's present competence in a given subject;
- individual daily evaluation and guidance of each pupil;
- provision of frequent monitoring of student performance in order to inform both teacher and pupil of progress toward an objective;
- continual evaluation and strengthening of the curriculum and instructional procedures.

Research for Better Schools, a Regional Educational Laboratory, is cooperating with LRDC in field testing and dissemination of IPI. Demonstration schools have been established and a system of training personnel and monitoring has been developed. This system provides for the use of up-to-the-minute information to constantly improve techniques, procedures and materials.

Explaining Death to Children, edited by Earl A. Grollman. Boston: Beacon Press, Inc., 1967.

This is a rare and valuable book because it deals with one very difficult and critical experience which children often encounter even at a very young age. Each chapter of the book is written by a different professional person, i.e., rabbi, minister, priest, sociologist, anthropologist, research psychologist, school psychologist, psychiatrist, biologist and librarian. Although each approaches the subject differently, all seem to agree that the subject should not be avoided with children, but rather the tragedy and feeling of emptiness should be encountered and expressed by children. To help children become whole human beings means to encourage them to feel and express deep feelings and thus to help them to come to terms with this central crisis experience. This is a good resource book for teachers as well as parents.

"Four, Poor, Non-white, and Out-of-sight," by Charles E. Munat. Young Children, October, 1968.

The paper presents the "self-concept (i.e., the organization of qualities that the individual attributes to himself) problem" that research has ascertained to be the lot of the Negro pre-school child of the impoverished inner city. The author discusses the problem in terms of the four factors ("fourness", "poorness", "non-whiteness", and "out-of-sight-ness") which overlap and together create the four walls where the child is literally boxed in.

The author charges the pre-kindergarten teacher with responsibility of becoming the remedial agent for this child, who honestly says to him "you are you, and it's all right to be you. . . ."

From Two to Five, by Karnei Chukovsky. Berkeley, California: University of California Press, 1963.

This book is a translation from the original Russian. The author is a noted writer of children's books, a scholar and an observer of young children, their speech and patterns of learning. He presents fascinating descriptions of the development of language and thought processes of children from two to five. These are based upon his personal observations.

Good Schools for Young Children, Second edition, by Sarah H. Leeper, Ruth J. Dales, Dora S. Skipper, and Ralph L. Witherspoon. New York: Macmillan Company, 1968.

The book aims to provide teachers, student-teachers, and concerned parents with a detailed guide to childhood education that fully takes into account the culture, the research in biology, sociology, and psychology related to children, and the values sought by society. The book shows how to use this information in selecting, organizing and developing activities and opportunities for experiences for the young child.

The book is divided into three major parts:

Part I. Why Schools for Young Children?

Here the authors discuss the child's needs in the early years of life as they are affected by present day society and culture. The authors present sound understanding of the goals of good schools for young children as well as historical development of childhood education.

Part II The Curriculum: Planning and Teaching

Seeing early education as the best form of "liberal arts curriculum," the authors provide very detailed and well developed programs in each subject area including language arts, mathematics, social studies, moral and spiritual values, science, and creative arts. For each area abundant examples of activities and experiences that nurture such learning with children are provided.

Part III Organizing Programs in Schools for Young Children

The authors stress the need for parent involvement in the learning process and provide ideas for better parent-teacher communication. The record-keeping processes for the development of each child, along with some basic facilities, materials and equipment necessary for a good school are discussed.

21A.

Growth and Development of the Young Child, by M. E. Breckenridge and M. N. Murphy. Philadelphia: W. B. Saunders Co., 1963.

This is a comprehensive text on child development, covering from birth to five years of age. It includes reports on a wide variety of research, and explicitly discussed family influences. There are sections on "Differences in Family Patterns," "Family Use of Community Services," and "Development of Concepts of Self, of Others and of the World."

22.

Helping Children Accept Themselves and Others, by Helen L. Gillham. New York: Bureau of Publications, Teachers College, Columbia University, 1969.

The author has made it her purpose to show that a child's efficiency as a learning individual is reduced or enhanced depending on his self-acceptance. She has selected several episodes that have taken place in classrooms throughout the nation where teachers have sought and found the right opportunities to help the children accept themselves in spite of a physical handicap, poor home environment, or the burden of minority group membership. Children's acceptance of others with differences of various kinds is also dealt with as an integral part of acceptance of self. The author, realizing that the same set of circumstances never recur, calls for the awareness of teachers so that everyday living experiences - "right-at-their fingertips situations" - can be utilized to develop within each child acceptance of himself and others as well as to foster and enhance intellectual learnings.

Human Development, Selected Readings, by M.L. and N.R. Haimowitz. New York: Thomas Y. Crowell Co., 1966.

This is a volume of readings on various aspects of child development in different cultures. The problems posed and the solutions offered are based on three main questions:

What kind of children do we want?

Which readings deal most effectively with the nature of the child?

What can be applied to the benefit of children?

Two sections deal particularly with infancy and early childhood and contain papers by such eminent writers as Harry Harlan, Jerome Bruner and Jean Piaget.

Innovation in Education: New Directions for the American School, A statement by the Research and Policy Committee, Committee for Economic Development, 477 Madison Avenue, New York, July 1968.

This statement traces the growth of expenditures for education in the United States and examines U.S.O.E.'s projected $39 billion for public school expenditures in 1975. The authors conclude that "if the quality of schooling is to be raised at a cost that is acceptable in terms of present school expenditures, a breakthrough is required in instructional procedures and instructional organization" and sets forth four imperatives for the schools:

1) The American school must be better organized for innovation and change.
2) There must be increasing emphasis on both basic and applied educational research and on the dissemination and practical application of that research. The useful and effective must be distinguished from the nonproductive and wasteful through developmental studies employing research findings.
3) School systems must employ continuously the results of cost-benefit and cost-effectiveness analyses in order to allocate effectively the resources available to education and to distinguish among programs of high and low priority.
4) There should be established a national commission on Research, Innovation and Evaluation in Education to encourage intensified and wide-spread research, development and evaluation bearing on all aspects of education as a means to more effective methods of instruction.

"Including Parents in the Nursery Program Is Basic," by T. Harms. Young Children, November, 1968.

The focus of this article is parent education. The author discusses the need to include parents as an integral part of a program to provide for continuity in the young child's life experiences. Activities are described in which parents are encouraged to participate, and opportunities are suggested for parents to observe and participate in the daily program.

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In Search of Teaching Style, by Abraham Shumsky. New York: Appleton-Century-Crofts, Inc., 1968.

The topic of this book is timely. It focuses upon the quality of the teaching-learning experience which takes place in the classroom. It is divided into three major sections. The first is devoted to a discussion of different types of teaching styles. The topics are concerned with the behavior of teachers in relation to the ways they impart knowledge to students, control the classroom environment, encourage productive thinking, promote creativity and emphasize interaction between students and subject matter.

The second major section contains an analysis of the student teaching experience as it related to the quality of the beginning teacher's behavior. Shumsky views the student teaching experience as the crucial time in which to develop desirable teaching behavior and methodology. This section contains a chapter on "Individual Differences in Learning Styles." Four areas in education having to do with the learning process are discussed: 1) knowledge; 2) academic capabilities; 3)approach to learning; 4) social relations.

The last major section is addressed to the problems associated with teaching disadvantaged children. The author feels that quality education will take place when teachers can develop the appropriate teaching style and behavior by learning

what caused these problems and understanding and meeting the basic needs of these children.

Readers of In Search of Teaching Style will realize that the latest research findings point the way for a teaching style that promotes intellectual functioning within the individual. Shumsky emphasizes the need for developing youngsters who think positively and confidently about life.

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An Investigation of the Effects of Montessori Preschool Training on Perceptual and Cognitive Development of Disadvantaged Children, by Barbara Berger and Alan Cohen. New York: Center for Urban Education, 1965.

This is a report of a study of the effects of Montessori training, from preschool years to early primary grades, on perceptual and cognitive development of poor children. It probes training effects such as:

- perceptual-visual and visual-motor abilities
- patterns of intellective function
- reading readiness

The population of the study consisted mainly of 144 Negro and Puerto Rican disadvantaged children enrolled in Head Start programs in New York.

Kindergarten Education. Washington, D. C.: National Education Association, Department of Elementary-Kindergarten-Nursery Education, 1968.

The booklet is a well organized collection of papers written by top-notch early childhood educators including James Hymes, Kenneth Wann, Helen Robison, etc. Each author focuses on one aspect of kindergarten education, such as the goals of kindergarten education; who the kindergarten child is; programs and curriculum considerations; role of the kindergarten teacher; interdisciplinary contributions (partnership) in kindergarten education; and physical environment for kindergarten children.

"Kindergarten Is Too Late," by Esther P. Edwards. Saturday Review, June 15,1968.

The author writes with a sense of urgency. She calls attention to the fact that there is mounting evidence that preschool learning is crucial and vital. Today's knowledge must be utilized to benefit today's generation of young children. Professional squabbles must be cast aside; a pooling of ideas, a respect for new theories and innovations, a willingness to probe and explore ideas together are mandatory.

Various approaches and theories in early childhood education are examined and commented upon. The comments are insightful and thought-provoking. Dr. Edwards concludes that there is no one best answer; young children are individuals and each must be provided for in terms of his unique physical, emotional and intellectual make-up against the social context in which he functions. Kindergarten is too late - the time is now.

"Learning and Thinking," by Jerome S. Bruner. In Problems and Issues in Contemporary Education (An anthology compiled by editors of Teachers College Record 1960-66 and the editors of the Harvard Education Review 1964-66). Glenview, Illinois: Scott Foresman and Company, 1968.

In this book the author calls for the need of encouraging generic learning. For instance, if the principle of addition has been grasped in its deepest sense (generic sense), then, it is unnecessary to learn multiplication since multiplication is repeated addition.

The author summarizes two interesting features of generic learning: 1) one organizes items of information in a way that it is no longer bound to the specific situation in which they were gathered; and 2) such organization allows him to cross the barrier into thinking. The author laments the conditions in schools today which prohibit such approaches to learning.

The Learning Child. Englewood Cliffs, New Jersey: Learning Materials Division, Responsive Environments Corporation, 1968.

A well organized catalogue of instruments for learning put out by Responsive Environments Corporation. Each instrument is presented with a picture, a short description of how it might be used, size, price, and suitable age group. They are categorized under the following areas: perception, language, mathematics, movement, construction, art, and environment.

Montessori in Perspectives, edited by the Publications Committee. Washington, D. C.: National Association for the Education of Young Children, 1966.

The book is a collection of articles by various child development specialists examining the pros and cons of Montessori method.

"Nursery Education for Disadvantaged Children: An Historical View" by Samuel J. Braun. The article sets Maria Montessori and her original school in an historical perspective along with the works done by Froebel and McMillan.

"The Return of Montessori" by Edward Wakin. Follows the development of Montessori schools in America and supports it by saying that today's educational climate is conducive to Montessori, particularly with its emphasis on the culturally deprived slum child.

"The Montessori System" by Britta Schill and Eveline Omwake. The article re-examines the aim of pre-primary education, and questions the "richness of learning" that occurs in the Montessori school in contrast to that in a school which utilizes and encourages the dynamics of teacher-child communications and relationships.

"Reflections on the Revival of Montessori Method" by Emma N. Plank. Written by an ex-Montessori teacher who has since studied and taught child development. She points out how we may profit in today's work from Montessori

insights, and which beliefs or practices or their current interpretations, may not be acceptable.

"Let's Look at Montessori" by Evelyn Beyer. With the recognition that Madame Montessori made an original and important contribution to her times and culture, the author probes the limitations of the method in meeting the multiple needs of healthy, eager-to-live-and-learn children of today.

"Montessori - Yesterday and Today" by William H. Mills and Gary L. McDaniels. The authors point out the inconsistency between theory and practice of Montessori methodology, and demonstrate the original intent of Maria Montessori as the assistance to children of disadvantaged areas or with mental deficiency toward more satisfactory adjustment to life. They see the possibility of this approach in reaching the children now reached by Head Start, but deny its usefulness in teaching today's children to achieve the skills of the 3 R's.

"Let's Do More than Look - Let's Research Montessori" by Barbara Edmonson. The author examines the Montessori method and its sequential materials in relation to development of children and compares some unique emphases of this approach to those found in other pre-schools. In this context, she encourages the establishment of research comparison particularly in the follow-up of Montessori children.

New Directions in the Kindergarten, by Helen F. Robison and Bernard Spodek. New York: (Early Childhood Education Series) Teachers College Press, 1965.

The authors are concerned that the kindergarten be a place where children are helped to deal with significant ideas about their physical and social world, without jeopardizing the positive mental helath practices that have been developed in kindergarten programs. Dissatisfied with the content of kindergarten programs for today's children identified as "emerging curriculum," the authors propose more intentional and purposeful selection of content, with teachers assuming more responsibility for preparing and teaching toward specific long range goals. They stress the need for shaping the child's experiences so that initial learnings can be achieved, upon which more complex understandings can be built, rather than putting off learning experiences of complex concepts which do not appear to be within the child's experience.

For this kind of intellectual learning in the kindergarten, the authors propose "the structure of disciplines" approach. According to this proposal, the academic scholar in each major discipline, either alone or in collaboration with educators, would identify and select the key concepts or big ideas in his own field, identify the major relationships among these concepts, and

specify the fundamental ways of acquiring knowledge which are characteristic of that discipline. This package of content delivered to the kindergarten teachers then becomes the basis for program planning over long periods of time.

Geography, history, and economics curriculums which were tried out in actual kindergarten classrooms are reported in detail as examples of how this approach might be shaped in working with young children. The book also presents a very thoughtful chapter on the role of the kindergarten teacher using such an approach.

Nursery Schools, by Le Corbusier. New York: The Orion Press, distributed by Grossman Publishers, Inc., 1968.

Ever since Le Corbusier's first conception of the Unites d' Habitation de Grandeur Conforme (Housing Unit of Suitable Size) in 1907, several such "contemporary cities" have been designed and applied throughout Europe. The book reports on his latest work, "The Radiant City" in Marseille, an apartment building with 400 family dwellings. In this, the great architect and city planner shows how the all-important time in school can be spent in an atmosphere of light, greenery and sunshine, the best possible conditions for sound physical and mental development of children. The nursery school is designed for the rooftop terrace with a large wading pool and the penthouse with plenty of sunlight. Using over one hundred photographs and drawings, he sets out a detailed plan and programs which should serve as a guide to the schools of the future.

Parents and Children Learn Together, by Katharine Whiteside Taylor. New York: (Early Childhood Education Series) Teachers College Press, 1967.

The author approaches the subject with many years of experience in working with parents and young children in the context of parent cooperative nursery schools. Much of the content of the book, however, is a very relevant guide to all who work with pre-schoolers in any context.

The book is particularly helpful in acquiring compassionate and realistic understanding of the child as a unique human being having three basic human needs: 1) need for feeling loved and valued; 2) need for a sense of competence and power; 3) need for understanding himself, his associates, his world and universe. Our part as educators and parents is to create and to be the kind of environment which sensitively responds to those needs so that the child may actualize his potential for becoming.

The author states that "all true learning is a cooperative process." Thus it is equally important for mothers and fathers to continuously learn with the child. Several chapters are devoted to parents' learning through participating in group sessions, assisting in the school, using simple self-checking

devices, recording observations of and interactions with the child at home and at school, etc.

The book presents many practical details not only of organizing and running a parent cooperative, but of ways to work with parents and children through the setting of nursery schools.

"Parents as Teachers," by Robert Hess and Virginia Shipman. Chicago, Illinois: Early Education Research Center, University of Chicago, n.d.

The American mother, whether she knows it or not, plays the role of a teacher in the every day interaction with her preschool child. The paper is the report of research designed at the University of Chicago Early Education Research Center to study teaching styles of mothers. Mothers and children were brought to the laboratory where each mother was to teach the same content to her child. The teaching situations were structured so that the information conveyed to the child was constant for all subjects, but each mother was free to use any means or techniques she desired in attempting to convey it.

The task given to the mother was to teach the child to sort selected toys and blocks appropriately and to explain the reason behind the sorting.

Aspects studied:

1. Information transmission

    language specificity
    completeness and clarity of presentation

sequential ordering of messages and concepts presented
attempts to obtain feedback from the children
subsequent confirmation of corrective feedback responses to the child

2. Behavior of mothers in interaction with their children: affective sphere

3. Ability to combine "information transmission" and "warmth" - rather than merely "controlling" the child:

quantitative aspect: to what degree does the mother obtain compliance with her wishes?

qualitative aspect: what methods does she use in attempting to do so?

Planning Environments for Young Children: Physical Space, by Sybil Kritchevsky and Elizabeth Prescott. Washington, D. C.: National Association for the Education of Young Children, 1969.

This valuable document calls for an awareness of the relationship between space and behavior. The monograph was developed from a three-year study of programs for children in day care centers conducted by members of the Pacific Oaks faculty and funded by the U.S. Children's Bureau. The study found that one of the most effective predictors of program quality was physical space, as analyzed by a scheme developed in the course of the study. The higher the quality of space in a center, the more likely were teachers to be sensitive and friendly in their manner toward children.

The monograph was written for the use of teachers and directors of groups of children so that they might assess the use and arrangement of space in relation to the goals of the program. The proposed scheme for assessment considers program goals, contents of play space, and organization of play space.

Play and Playthings for the Preschool Child, by E. M. Matterson. Baltimore, Maryland: Penguin Books, Inc. 1965.

This practical handbook for parents as well as for teachers of small children was written with the concern that children's play deserves attention and thoughtful preparation by those adults around them. The author is equally concerned about the nature and quality of play materials and how they are used.

The author groups various types of children's play, and for each she presents a practical guide to selection, arrangement and use of a great variety of materials:

creative play
imaginative play
adventure play
development of coordination and manipulative skills
learning at second hand (e.g., music, books)

She stresses the value of natural rather than store-bought materials, such as the delights of sand, mud, and water. She also gives detailed directions for constructing and improvising a variety of ingenious toys and pieces of equipment from odds and ends of discarded material.

Rewarding Creative Behavior: Experiments in Classroom Creativity, by Ellis Paul Torance. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

This book stresses the development of creative behavior in young children. The author describes ways in which educators can investigate problems related to the rewards of creative behavior and discusses basic problems of measuring creativity.

The studies explore ways in which the immediate environment can reward creative behavior and strategies for encouraging children to value their own ideas.

An appendix describes instruments used for measuring the kinds of performances studied and suggests ideas and strategies for developing creative thinking through the language arts.

Schools for Young Disadvantaged Children, by Ruth Hamlin, Rose Mukerji, Margaret Yonemura. New York: (Early Childhood Education Series) Teachers College Press, 1967.

The book is excellently written in terms of understanding the disadvantaged pre-kindergarten child in his unique environment. Practical ideas for curriculum planning in working with a classroom of children are presented, focusing on the development of positive self-concepts.
Particularly outstanding content is found in the following areas:

1. Understanding the environment of disadvantaged children
   a. "Significant people" around the child and what their life patterns imply for him
   b. The physical environment and the meaning of broadening the child's concept of his world
2. Self-understanding of pre-kindergarten teacher as the important element of the child's learning environment
3. Curriculum content built around developing mental health and realistic self-concept of the child
4. Constructive, creative, and yet workable language development programs
5. Concept development with disadvantaged children: stimulating perception and integrating observations in the child's consciousness

Schools without Failure, by William Glasser, M.D. New York: Harper and Row, 1969.

Glasser, a psychiatrist, became concerned with schools as a result of his extensive practice in the field of juvenile delinquency. He became convinced that the delinquests' common feelings of being failures were rooted in their experiences in public school. After working in the schools he concluded that "the major problem of the schools is the problem of failure," and that "education right now can be upgraded enough to reduce failures through an investment, small compared to that of total environmental approaches, yet we are dragging our feet because some of the basic improvements that must be made, break with tradition." How-to-do-it comprises the substance of the book.

Many suggestions are based upon the concepts of reality therapy, more completely described in a previous publication, Reality Therapy. His concern is the need for schools to meet the basic needs of children for "love" and "self-worth." He believes the schools can and should get involved in helping every child gain a successful identity. The author believes that children come to school receptive to learning; the school, through the experiences it provides, soon destroys this receptivity. If a child experiences failure during the first five years of school, he

learns to identify with failure and either withdraws or becomes a delinquent. It is the author's contention that schools can prevent this.

Dr. Glasser identifies five specific educational practices which contribute to the failure syndrome of schools: 1) the five letter grading system, 2) objective testing, 3) use of the normal curve, 4) closed book examinations and 5) homework. The author cites obstacles to facilitating required changes, chief of which is teachers' lack of confidence in administrative support. He cites the need for teachers and administrators to develop a working philosophy and new approaches and techniques for implementing it.

"Some Assumptions Underlying the Bereiter Approach," by Sarah T. Moskovitz. Young Children, October,1968.

As a psychologist concerned about language acquisition in preschool children, the author believes that Bereiter's simplistic approach to the complex language-learning problem rests on faulty assumptions and basic contradictions. The following observations are elaborated regarding the Bereiter approach:

1. Failure to distinguish between language and thought
2. Erroneous assumptions about the nature of Negro dialect
3. Faulty assumptions about the nature of the language acquisition process
4. Assumption that rule prototype is generalizable for a young child
5. Confusion in relation to the control of motor behavior by speech in the disadvantaged child
6. The learning atmosphere in which work and play are polar opposites, in which the pleasurable interpersonal affective factors in learning are avoided while material rewards are permitted
7. The operational approach which relies heavily on commands
8. Assumption that the information processing system is inferior or nonexistent on the part of the child and thus the provision of formal drilling as the only remediation of motives

Studying the Child in School, by Ira J. Gordon. New York: John Wiley & Sons, Inc., 1966.

The purpose of the book is to analyze what the author terms the "transactional situation" of the child in school. The author takes the view that at any given moment in time, when a child or person is engaged with another person or event, both exist only in terms of each other, and behavior cannot be understood apart from the situation in which it occurs. The child's intellectual and emotional structures are both influenced in relation to learning tasks in which he is engaged. The teacher's problem, then, is one of finding the right match of a task and a child at the right moment.

In this context, the author compiles various tools for assessing the learner and the learning situation. Under the following four major categories various existing instruments and their potential usage are reviewed:

1. Assessing Intellectual and Cognitive Organization
2. Assessing the Child's Personality
3. Assessing the Ecology of the Classroom
4. Assessing the Peer Culture

Teaching the Young Child, by Lillian M. Logan. Boston: Houghton Mifflin Company, 1960.

The author stresses the importance of the role of early childhood education and the importance of building early formal educational experiences upon established psychological principles.

The book deals with teaching the young child from 2 to 9 years of age. It considers the total pattern of child development, curriculum planning, learning, method and guidance. Part I discusses the significance and development of the child in the early years of formal schooling. It is meant to give the teacher insight into the growth characteristics and behavior of young children. Part II deals with the problems of selecting, organizing, planning, developing and evaluating learning experiences. Ways of working with parents are suggested. Part III deals specifically with curriculum areas on the basis of learning experiences appropriate for the developmental levels of the child. Part IV identifies special problems teachers face. The book is practical and informative.

Teaching Young Children, by Evelyn Beyer. New York: Pegasus, 1968.

Evelyn Beyer writes from the perspective of the teacher. This is a practical book by an experienced, sensitive practitioner. It provides the reader with practices appropriate for the optimal development of young children whose needs the writer understands. This small book is packed with information about program activities, child development and trends in nursery education.

"Technology and the Classroom," by Kenneth Komaski. Educational Leadership, May, 1968.

The author reviews the problem of the educational lag in which we are caught. He makes a case for the updating of our educational systems to better prepare children for life in the twenty-first century. His suggestions for restructuring educational systems call for creating programs "that make full use of our new twentieth century option-producing technologies and which are manned by teachers who know how to guide the young toward discriminating among options both in and out of school." This would be a completely new approach to education and not a mere rearrangement of the old traditional lockstep sequence of group logistics and time schedules. Mr. Komaski's argument for a technological revolution is a convincing one.

Temperament and Behavior Disorders in Children, by Alexander Thomas, M.D., Stella Chess, M.D., and Herbert G. Birch,M.D. New York: New York University Press, 1968.

On the basis of findings from the New York Longitudinal Study, the authors consider factors they believe contribute to behavior disorders in young children and a treatment method emphasizing guidance for parents. Case histories, diagnoses and treatment plans are given as a basis for their theoretical and practical conclusions.

The writers stress the need for clinicians to consider temperamental as well as environmental and psychodynamic influences in helping children and their parents.

Theories of Child Development, by Alfred Baldwin. New York: John Wiley and Sons, Inc. 1967.

The author describes in depth several current philosophies of child growth and development. Among those included are theoretical concepts by Piaget, Lewin and Freud. Each section of the book is devoted to a review of one major theory and of some studies on which the key postulates are based.

The text is an excellent source of descriptive information, and would provide a solid basis for discussion by teachers and other professionals seeking or evaluating basic philosophic orientation to child development.

Three Theories of Child Development, by Henry W. Maier. New York: Harper & Row, 1965.

The book investigates in depth the contributions to developmental theories of three contemporary thinkers, compares and synthesizes them, and attempts to apply them in current practices of professional interventions in human growth.

The three theories selected by the author are: the psychoanalytic theory of Erik H. Erickson, the cognitive theory of Jean Piaget, and the learning theory of Robert R. Sears. Each deals with a separate aspect of development - emotional, intellectual, and behavioral; and yet, as the author believes, all three theories - each in itself, and all combined as an associated frame of reference on child development - lend perspective to the parts that time and experience play in psychosocial development. The author states that as scientists, the three child developmentalists commonly aim for increased understanding of human growth and behavior.

After the comparative synthesis of the three theories, the author chooses to deal with their implications for "helping professionals" by offering a five-phase spectrum of development with which to study the theorists' findings in an integrated way. The five general phases as termed by the author are: 1) establishing primary dependence, 2) establishing self-care, 3) establishing meaningful secondary relationships, 4) establishing secondary dependence, and 5) achieving balance between dependence and independence.

3's in the Christian Community - A Course for the Church Nursery School, by Phoebe M. Anderson. Philadelphia: United Church Press, 1960.

Although written as a course book for the church nursery school, this book can be used by any teacher of three-year-olds for re-discovering her role, not as a spectator or a dictator, but as a mediator of understanding for and between children. The book is written as a series of personal letters to teachers, each letter dealing with crucial everyday confrontations that might occur in any nursery school. Some of the letter titles are:

How to Avoid Being in Three Places at Once
How to Teach When You're Not Talking - and When You Are
Every Child Asks: "Who Am I?"
And "Who Are You?"
And "What is the World Like?"
Listen: What Are They Really Saying?
Dealing with Fears and Feelings
Art is Not For Art's Sake in the Nursery
Discipline, Hurtful or Helpful?

The excellently selected and developed resource sections of the book are filled with practical materials - short stories (some open-ended for discussion, depicting children's everyday experiences), poems, songs, finger plays, and various activities centered on nature and seasonal changes.

Using Literature with Young Children, edited by Leland B. Jacobs. New York: Teachers College Press, 1965.

Specialists in early childhood education discuss ideas and make suggestions for various approaches to experiences which will enhance young children's enjoyment of literature. The selection and evaluation of books, presentation of poetry, story-telling, dramatization and visual renderings of literature are included in the excellent resource for teachers.

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